




A COMPREHENSIVE GUIDE

FIRST AID IN SCHOOL

FOR STUDENTS

THE "EDUCATION IS A RELATIONSHIP" PROJECT BENEFITS FROM FUNDING WORTH EUR 139,055.00 RECEIVED FROM ICELAND, LIECHTENSTEIN AND NORWAY UNDER THE EEA FUNDS - EEA GRANTS. THE AIM OF THE "EDUCATION IS A RELATIONSHIP" PROJECT IS TO DEVELOP NEW METHODS OF FORMAL AND NON-FORMAL TEACHING IN SECONDARY SCHOOLS AFTER THE PANDEMIC.



CONTENTS

1. Introduction	04
1.1. Why is first aid important in schools?	
1.2. Basic safety principles	
1.3. The role of teachers and students in providing first aid	
2. Basic First Aid Skills	07
2.1. Assessing the situation and securing the scene	
2.2. Basic Life Support (BLS) techniques	
2.2.1. CPR - Cardiopulmonary Resuscitation	
2.2.2. AED - How to use an Automated External Defibrillator?	
2.3. Choking - How to respond?	
2.4. First aid for fainting and unconsciousness	
2.5. Injuries and fractures - basic principles of action	
3. Specific Situations and Conditions	10
3.1. Allergic reactions and anaphylaxis	
3.2. Seizures and epilepsy	
3.3. Asthma - How to help during an attack?	
3.4. Bleeding - How to control it?	
3.5. Burns and frostbites - first aid	
4. School First Aid Kit	12
4.1. What should be in a school first aid kit?	
4.2. Regular checking and replenishment of the first aid kit	

- 5. Procedures and Standards 04**
 - 5.1. School first aid procedures
 - 5.2. When and how to call an ambulance?
 - 5.3. Documentation of incidents and interventions

- 6. Interesting Facts and Practical Tips 07**
 - 6.1. Myths about first aid
 - 6.2. Common mistakes in providing first aid
 - 6.3. How to organize first aid training in school?
 - 6.4. Educational games and apps about first aid

- 7. Playlists for First Aid 10**
 - 7.1. Music during CPR - How the tempo of songs can help?
 - 7.2. Sample playlists for CPR
 - 7.2.1. Pop
 - 7.2.2. Rock
 - 7.2.3. Classical Music

- 8. Real-Life Stories 21**
 - 8.1. Accounts from people who provided first aid in school
 - 8.2. How first aid changed lives?

- 9. Additional Resources 12**
 - 9.1. Literature and publications on first aid
 - 9.2. Useful websites and apps
 - 9.3. Contacting experts - Where to seek help?

- 10. Conclusion 12**
 - 10.1. Key takeaways from the ebook
 - 10.2. Encouragement for further education in first aid

CHAPTER I

INTRODUCTION

1.1. Why is first aid important in schools?

First aid is a critical skill that can save lives and prevent minor injuries from becoming major emergencies. In schools, where children spend a significant portion of their day, having trained personnel and knowledgeable students can make a substantial difference in the outcomes of various incidents. This section will cover the importance of first aid in educational settings, supported by statistics and real-life examples that demonstrate its impact.

1.2. Basic safety principles

Safety in schools goes beyond first aid; it encompasses creating an environment where students and staff can feel secure. This part will outline essential safety principles, including hazard identification, risk assessment, and preventive measures. By understanding and implementing these principles, schools can minimize the occurrence of accidents and ensure a safer environment for everyone.

1.3. The role of teachers and students in providing first aid

In a school setting, both teachers and students play vital roles in first aid. This section will explore the specific responsibilities of teachers as first responders, the importance of student involvement, and how schools can foster a culture of preparedness. It will also discuss various training programs and certifications available for school staff and students, ensuring they are equipped to handle emergencies effectively.

CHAPTER II

BASIC FIRST AID SKILLS

2.1. Assessing the situation and securing the scene

When an emergency occurs, the first step is to assess the situation to ensure the safety of both the victim and the responder. This involves quickly evaluating the scene for potential dangers, such as fire, traffic, or electrical hazards. Safety measures should be taken to secure the area, such as keeping bystanders away, turning off hazardous equipment, and ensuring personal safety. Additionally, a quick victim assessment should be performed to check for responsiveness, breathing, and signs of life, determining the severity of the situation. Developing and implementing a school-wide emergency response plan, including roles and responsibilities of staff members, is crucial for effective action during emergencies.

2.2. Basic Life Support (BLS) techniques

Basic Life Support (BLS) includes essential techniques that can save lives in critical situations.

2.2.1. CPR - Cardiopulmonary Resuscitation

CPR involves performing chest compressions and rescue breaths. For adults, compressions are done at a depth of 2 inches at a rate of 100-120 compressions per minute. For children and infants, the techniques differ slightly, with modifications in compression depth and the use of two fingers for infants. Hands-Only CPR, which involves only chest compressions, is also effective and can be used when rescuers are untrained or unwilling to perform rescue breaths.

2.2.2. AED - How to use an Automated External Defibrillator?

Understanding how to use an AED is vital. AEDs can restore heart rhythm in cases of sudden cardiac arrest. The steps for using an AED include turning it on, attaching the pads to the victim's chest as indicated, and following the voice prompts provided by the device.



AEDs should be easily accessible in schools, and regular maintenance is necessary to ensure they are in working condition. It's also important to be aware of legal and ethical considerations, such as Good Samaritan laws that protect individuals who provide emergency care.

2.3. Choking - How to respond?

Choking requires immediate action to prevent severe consequences. Recognizing signs of choking, such as inability to speak or breathe and clutching the throat, is the first step. The Heimlich maneuver, involving abdominal thrusts, is the primary method for relieving choking in adults and children. For infants, back blows and chest thrusts are used. Aftercare includes monitoring the individual and seeking medical attention if necessary.

2.4. First aid for fainting and unconsciousness

Fainting and unconsciousness can be alarming but are often manageable with proper first aid. Common causes include dehydration, stress, and medical conditions. Immediate actions involve checking for breathing, elevating the legs to improve blood flow, and loosening tight clothing. Placing an unconscious person in the recovery position helps maintain an open airway and prevents choking. Monitoring the person's condition and providing necessary information to emergency responders is also crucial.

2.5. Injuries and fractures - basic principles of action

Injuries and fractures are common in schools due to various activities and accidents. Initial response to injuries includes immobilizing the affected area, applying ice to reduce swelling, and preventing further harm. Identifying and stabilizing fractures involves using splints and other available materials. Knowing when to seek professional medical attention and how to effectively communicate with emergency services is essential for proper injury management.

CHAPTER III

SPECIFIC SITUATIONS AND CONDITIONS

3.1. Allergic reactions and anaphylaxis

Allergic reactions can range from mild to life-threatening. Understanding common allergens in school environments, such as food, insect stings, and latex, is important. Recognizing signs and symptoms of allergic reactions, including hives, swelling, and anaphylaxis, helps in timely intervention. Using epinephrine auto-injectors, such as EpiPens, involves proper storage, administration, and post-injection care. During an anaphylactic reaction, it's crucial to call emergency services and monitor the individual's condition. Implementing prevention and management strategies for allergies in schools is essential for ensuring student safety.

3.2. Seizures and epilepsy

Seizures require careful handling to prevent injury and provide comfort. Recognizing different types of seizures, such as generalized and focal seizures, helps in appropriate response. Key actions include keeping the person safe by removing harmful objects, cushioning their head, and timing the seizure. It's important not to restrain the person or place anything in their mouth. After the seizure, placing the individual in the recovery position and staying with them until they regain full awareness is crucial. Understanding seizure triggers and working with healthcare professionals to create individualized care plans can help manage epilepsy in school settings.

3.3. Asthma - How to help during an attack?

Asthma attacks can be frightening but are manageable with proper intervention. Recognizing signs of an asthma attack, such as wheezing, coughing, and shortness of breath, is the first step. Using a rescue inhaler as prescribed and helping the person stay calm are key actions.



It's important to know how to use different types of inhalers and spacers. Monitoring the individual's response to the medication and seeking emergency medical help if symptoms do not improve is essential. Schools should have asthma action plans for students with asthma and ensure staff are trained to respond effectively.

3.4. Bleeding - How to control it?

Controlling bleeding promptly can prevent serious complications. This involves applying direct pressure to the wound using a clean cloth or bandage. Elevating the injured area above heart level helps reduce blood flow. For severe bleeding, applying pressure to the arterial pressure points can help control the bleeding. Using tourniquets should be a last resort and only by trained individuals. After bleeding is controlled, cleaning and dressing the wound properly and monitoring for signs of infection are important. Knowing when to seek medical attention for severe or uncontrollable bleeding is crucial.

3.5. Burns and frostbites - first aid

Burns and frostbites require specific first aid techniques to minimize damage. For burns, immediate actions include cooling the burn with running water, covering it with a clean, non-stick dressing, and avoiding the use of ice or ointments. Understanding different degrees of burns and when to seek medical help is important. For frostbites, gradual rewarming of the affected area using warm water and protecting it from further exposure are key steps. Avoiding rubbing or applying direct heat to frostbitten areas is crucial to prevent further damage. Schools should educate staff and students on how to prevent and respond to these conditions effectively.

CHAPTER IV

SCHOOL FIRST AID KIT

4.1. What should be in a school first aid kit?

A well-stocked first aid kit is essential for effectively responding to various emergencies in a school setting. The kit should include:

Basic Supplies:

- Adhesive bandages of various sizes for minor cuts and scrapes.
- Sterile gauze pads and adhesive tape for covering and securing larger wounds.
- Antiseptic wipes for cleaning wounds to prevent infection.
- Alcohol swabs for disinfecting skin and tools.
- Disposable gloves to protect both the caregiver and the injured person from infections.

Medical Tools:

- Scissors for cutting bandages or clothing.
- Tweezers for removing splinters or other small foreign objects from wounds.
- Digital thermometer to check for fever.
- CPR mask or face shield to provide safe mouth-to-mouth resuscitation.
-

Medications:

- Pain relievers such as ibuprofen or acetaminophen for relieving minor pain and reducing fever.
- Antihistamines for allergic reactions.
- Hydrocortisone cream for insect bites and rashes.

Specialized Equipment:

- Epinephrine auto-injectors for students with known severe allergies (with parental consent and proper training for staff).
- Instant cold packs to reduce swelling and pain for sprains and bruises.
- Splints for immobilizing fractures.
- Eye wash solution for flushing out contaminants from eyes.
-

Documentation Materials:

- A first aid manual or quick reference guide.
- Notepad and pen for recording incidents and treatments provided.

4.2. Regular checking and replenishment of the first aid kit

Maintaining the first aid kit involves regular checks and replenishment of supplies. Follow these steps to ensure the kit is always ready for use:

Inspection Schedule:

- Establish a routine for checking the contents of the first aid kit, ideally monthly.
- Designate specific staff members responsible for conducting these checks.

Expiry Date Monitoring:

- Ensure that medications and sterile supplies are within their expiration dates.
- Replace any expired items immediately.

Restocking Procedures:

- Keep an inventory list inside the first aid kit, noting the quantities of each item.
- Record any items used during an incident and restock them as soon as possible.
- Maintain a backup supply of essential items in a central location.

Emergency Preparedness Drills:

- Incorporate first aid kit checks into regular emergency preparedness drills.
- Ensure all staff members know the location of the first aid kits and how to access them quickly.

Training and Updates:

- Regularly train staff on the proper use of first aid supplies and equipment.
- Update the contents of the first aid kit based on the latest first aid guidelines and school-specific needs.

CHAPTER V

PROCEDURES AND STANDARDS

5.1. School first aid procedures

Establishing clear first aid procedures is vital for ensuring a prompt and effective response to emergencies. These procedures should include:

Emergency Response Plan:

- Develop a comprehensive emergency response plan that outlines the steps to take in various emergencies.
- Assign specific roles and responsibilities to staff members.

Incident Reporting:

- Implement a standardized form for reporting first aid incidents, including details such as the date, time, nature of the injury, and actions taken.
- Ensure that all incidents are documented and reviewed for continuous improvement.

Communication Protocols:

- Establish protocols for communicating with parents, guardians, and emergency services.
- Ensure that all relevant contact information is readily available and up-to-date.

First Aid Training:

- Provide regular first aid training for all staff members, including CPR and AED use.
- Encourage students to participate in basic first aid training programs.

Accessibility:

- Ensure that first aid kits and equipment are easily accessible throughout the school.
- Clearly mark the locations of first aid kits and AEDs with visible signage.

5.2. When and how to call an ambulance?

Knowing when and how to call an ambulance is crucial for handling severe emergencies. Follow these guidelines:

Recognizing Emergencies:

- Call an ambulance immediately if the person is unresponsive, not breathing, has severe bleeding, suspected fractures, or shows signs of a heart attack or stroke.
- Other conditions that warrant an ambulance include severe allergic reactions, seizures lasting more than five minutes, and significant trauma.



Making the Call:

- Dial the emergency number (e.g., 112 or 999).
- Provide clear and concise information, including the nature of the emergency, the location of the school, the condition of the injured person, and any first aid provided.
- Follow any instructions given by the emergency operator and stay on the line until help arrives.

Preparing for Arrival:

- Ensure someone is available to meet the ambulance and guide the responders to the location of the emergency.
- Keep the area clear and provide any necessary information to the emergency responders upon their arrival.

5.3. Documentation of incidents and interventions

- Proper documentation of first aid incidents is essential for legal compliance, quality improvement, and effective communication. This involves:

Incident Forms:

- Use standardized incident forms to record all relevant details of the first aid provided.
- Include information such as the date, time, location, nature of the injury, actions taken, and the names of those involved.

Privacy and Confidentiality:

- Ensure that all medical information is kept confidential and shared only with authorized personnel.
- Follow legal guidelines and school policies regarding the handling of personal information.

Review and Analysis:

- Regularly review incident reports to identify patterns and areas for improvement.
- Use the data to update first aid procedures and training programs.

Follow-Up:

- Conduct follow-up with the injured person and their parents or guardians to ensure proper recovery and address any concerns.
- Provide feedback to staff involved in the incident to recognize their efforts and identify opportunities for additional training.



CHAPTER VI

INTERESTING FACTS AND PRACTICAL TIPS

6.1. Myths about first aid

There are many misconceptions about first aid that can hinder effective treatment. This section will debunk common myths, such as:

Myth: You should tilt your head back during a nosebleed.

Fact: Tilting your head back can cause blood to run down your throat and lead to choking. Instead, lean forward and pinch your nose just below the bridge.

Myth: You should put butter on burns.

Fact: Applying butter can trap heat and cause more damage. Cool the burn with running water for at least 10 minutes and cover it with a clean, non-stick dressing.

Myth: You should induce vomiting if someone ingests poison.

Fact: Inducing vomiting can cause more harm. Call emergency services or a poison control center for guidance on what to do.



6.2. Common mistakes in providing first aid

Avoiding common mistakes can improve the effectiveness of first aid. Some frequent errors include:

Not Seeking Help:

Failing to call for professional medical help in serious situations can delay necessary treatment.

Improper CPR Technique:

Using incorrect hand placement or not compressing deeply enough can reduce the effectiveness of CPR.

Neglecting Personal Safety:

Not protecting oneself from potential hazards, such as bloodborne pathogens, can put the rescuer at risk.

Inadequate Wound Care:

Not cleaning wounds properly or using unsterile materials can lead to infections.

6.3. How to organize first aid training in school?

Organizing first aid training in school involves several steps:

Assessing Needs:

Determine the specific needs of the school community, including the number of staff and students requiring training and any particular health concerns.

Choosing a Training Provider:

Select a reputable organization to conduct the training, such as the Red Cross or a local health department.

Scheduling and Logistics:

- Arrange suitable times for training sessions, considering the school schedule and availability of participants.
- Ensure an appropriate venue with enough space for practical demonstrations.

Training Content:

- Ensure the training covers essential first aid skills, including CPR, AED use, and management of common school-related injuries and medical conditions.

Certification and Follow-Up:

- Provide participants with certification upon completion of the training.
- Schedule regular refresher courses to keep skills up-to-date.



6.4. Educational games and apps about first aid

Incorporating educational games and apps can make learning first aid more engaging.

Some options include:

First Aid by American Red Cross:

An app that provides step-by-step instructions for various first aid scenarios, quizzes, and videos.

St John Ambulance First Aid:

An app with comprehensive first aid advice and interactive features to test your knowledge.

Emergency and First Aid for Kids:

Educational games designed for children to teach them basic first aid skills in a fun and interactive way.

Resusci Anne QCPR:

A high-tech CPR training manikin that provides real-time feedback through a connected app, helping learners improve their technique.

CHAPTER VII

PLAYLISTS FOR FIRST AID

7.1. Music during CPR - How the tempo of songs can help?

Music can be a useful tool in performing CPR effectively. The recommended rate for chest compressions during CPR is between 100 and 120 compressions per minute. Certain songs have tempos that match this rate, making it easier for responders to maintain the correct rhythm. This section provides an overview of how music can aid in CPR and lists specific songs with the appropriate tempo.

7.2. Sample playlists for CPR

Creating playlists with songs that have the right tempo can help responders perform CPR correctly. Here are some suggested playlists:



7.2.1. Pop

- "Stayin' Alive" by Bee Gees (103 BPM)
- "Dancing Queen" by ABBA (100 BPM)
- "Hips Don't Lie" by Shakira (100 BPM)
- "MMMBop" by Hanson (104 BPM)
- "Girls Just Want to Have Fun" by Cyndi Lauper (120 BPM)

7.2.2. Rock

- "Sweet Home Alabama" by Lynyrd Skynyrd (100 BPM)
- "Eye of the Tiger" by Survivor (109 BPM)
- "Another One Bites the Dust" by Queen (110 BPM)
- "We Will Rock You" by Queen (84 BPM, but often sped up in emergencies)
- "Hotel California" by The Eagles (75 BPM, but often used as a guide for pacing)



7.2.3. Classical Music

- "Symphony No. 5" by Beethoven (108 BPM)
- "Eine kleine Nachtmusik" by Mozart (115 BPM)
- "The Blue Danube" by Johann Strauss II (84 BPM, adjusted for CPR rhythm)
- "Canon in D" by Pachelbel (70 BPM, but often used for calming the responder)

Using these playlists during CPR practice sessions can help build muscle memory and make it easier to maintain the correct compression rate in an actual emergency.

CHAPTER VIII

REAL-LIFE STORIES

8.1. Accounts from people who provided first aid in school

Real-life stories of individuals who have provided first aid in schools can be both inspiring and educational. This section shares various accounts from teachers, students, and staff who have successfully administered first aid, highlighting the impact of their actions. These stories emphasize the importance of first aid training and preparedness.

Story 1: A Teacher's Quick Thinking

In a primary school in Warsaw, a teacher noticed a student choking during lunch. Having recently completed a first aid course, she quickly performed the Heimlich maneuver, dislodging the food and saving the child's life. Her quick response was attributed to her training and the regular first aid drills conducted at the school.

Story 2: Student Saves a Classmate

During a physical education class, a high school student in Kraków collapsed from a sudden cardiac arrest. Another student, who had learned CPR in a school-sponsored training session, immediately began chest compressions while a teacher retrieved the AED. The prompt use of CPR and the AED saved the student's life, showcasing the importance of peer-to-peer first aid training.

Story 3: Staff Coordination in an Emergency

At a secondary school in Gdańsk, a staff member suffered a severe allergic reaction. Colleagues quickly administered an epinephrine auto-injector and called emergency services. The school's emergency response plan, which included regular training and clear communication protocols, ensured that help was provided swiftly and efficiently.



8.2. How first aid changed lives?

First aid can have a profound impact on both the recipients and the providers. This section explores how administering first aid has changed lives, building confidence, fostering a sense of responsibility, and reinforcing the value of preparedness. These stories underline the life-saving potential of first aid skills and the positive outcomes they can bring.

Transformative Experience for Students

Students who have participated in first aid training often report feeling more confident and capable in emergencies. For example, a student in Poznań described how learning CPR empowered her to assist a neighbor experiencing a heart attack, ultimately saving their life. This experience inspired her to pursue a career in healthcare.

Building a Community of Preparedness

Schools that prioritize first aid training create a community of preparedness. A school in Wrocław implemented a comprehensive first aid program, resulting in multiple instances where trained students and staff successfully managed medical emergencies. This program fostered a culture of safety and readiness, enhancing the overall well-being of the school community.

CHAPTER IX

ADDITIONAL RESOURCES

9.1. Literature and publications on first aid

Staying informed about the latest developments in first aid is crucial. This section provides a list of recommended literature and publications for further reading:

- "First Aid Manual" by the British Red Cross
- "CPR and AED" by the American Heart Association
- "Emergency Care and Transportation of the Sick and Injured" by the American Academy of Orthopaedic Surgeons
- "Basic Life Support Provider Manual" by the American Red Cross
- "First Aid for Schools" by St John Ambulance

These resources offer comprehensive information on first aid techniques, guidelines, and best practices.

9.2. Useful websites and apps

Several websites and apps provide valuable information and tools for first aid training and practice. Some of the most useful include:

Websites:

- Red Cross First Aid and CPR: www.redcross.org
- American Heart Association: www.heart.org
- St John Ambulance: www.sja.org.uk
- Mayo Clinic First Aid Guide: www.mayoclinic.org

Apps:

- First Aid by American Red Cross: Provides step-by-step instructions for various first aid scenarios, along with quizzes and videos.
- St John Ambulance First Aid: Offers comprehensive first aid advice and interactive features to test your knowledge.
- Resusci Anne QCPR: A high-tech CPR training app that provides real-time feedback through a connected manikin, helping learners improve their technique.

9.3. Contacting experts - Where to seek help?

When in doubt or in need of advanced first aid advice, contacting experts is essential. This section provides information on how to reach out to professionals:

- Local Health Departments: Contact your local health department for information on first aid courses and resources.
- Medical Professionals: Consult with doctors or nurses for specific medical advice and recommendations.
- First Aid Organizations: Reach out to organizations like the Red Cross or St John Ambulance for expert guidance and support.
- School Health Services: Utilize the resources available through school health services, including school nurses and counselors.
- By leveraging these resources, you can ensure that your first aid knowledge and skills are up-to-date and comprehensive.



CHAPTER X

CONCLUSION

10.1. Key takeaways from the ebook

In conclusion, the key takeaways from this ebook emphasize the importance of first aid knowledge and preparedness in schools. First aid skills can save lives, prevent minor injuries from becoming major emergencies, and create a safer environment for students and staff. Regular training, well-stocked first aid kits, and clear procedures are essential components of an effective first aid program.

10.2. Encouragement for further education in first aid

Continuing education in first aid is crucial for staying current with best practices and guidelines. Schools are encouraged to invest in ongoing training for staff and students, fostering a culture of safety and readiness. By prioritizing first aid education, schools can empower their communities to respond effectively to emergencies, ultimately saving lives and promoting a healthy, safe learning environment.

