



Juniors to the Rescue Facilitator Outline

Before: "I can do THAT?"

After: "I CAN do that!"

Juniors to the Rescue is a first aid program developed based on the First Aid badge for Girl Scout Juniors in grades four and five. It gives girls the opportunity to learn first-aid skills through hands-on practice and real life scenarios. These real life skills can be used for camp, sports, babysitting, and more.

This outline will give facilitators a guide to help them prepare for and present the course.

What girls will learn:

- Basic first aid for choking, poisoning, cuts, frostbite, and more.
- What supplies are needed for a basic first aid kit. Each girl will take their own kit home at the end of the course.

Earned Badge: First Aid

Event Overview

Prep time: 30 minutes

Event: 2.5 hours

30 minutes	Event Prep <ul style="list-style-type: none">• Prep supplies for practicing first aid techniques• Cue up all video clips
10 minutes	Check-in
5 minutes	Final Check-in/Pre-Activity (Word Search)
7 minutes	Introduction
10 minutes	Caring for Someone Who is Sick <ul style="list-style-type: none">• Common illnesses• Temperatures• Seizures• Diabetes• Asthma
8 minutes	Deciding to Act (Video #1)
12 minutes	Taking Action (Video #2) <ul style="list-style-type: none">• Check• Call• Care• Calm
48 minutes	Emergency Situations (Video #3) <ul style="list-style-type: none">• Conscious Choking• Hypo/Hyperthermia• Nosebleeds• Burns
5 minutes	Break
43 minutes	First Aid Kits (Video #4) <ul style="list-style-type: none">• Fractures• Bandaging and Controlling Bleeding
5 minutes	Skits–Guidelines
5 minutes	Skits–Practice
10 minutes	Skits–Performance and Critique
2 minutes	Closing

Supplies:

For First Aid kit

- Gallon sized Ziplock bag (1/girl)
- Cotton balls (2-3/girl)
- Band-Aids (2/girl)
- Gauze roll (1/girl)
- Gauze pad (2/girl–different sizes)
- Alcohol swabs (2/girl)
- Ice packs (1/girl)

Laptop/projector and internet access

Skit cards–(ideas: hypothermia, frostbite, flu, broken arm, choking, heavy bleeding, etc.)

Optional supplies:

- Thermometer
- Rubbing alcohol, window wiper liquid, cleaning supplies
- Scarf
- Plastic cups (for girls to see colorful liquid that is dangerous)
- Official first aid kit

Note:

First aid video links recommended in this packet are youth friendly, however feel free to substitute.

Welcome and Introductions

1. General

- Welcome the girls to the center.
- Facilitators introduce themselves and their Girl Scout and/or medical background.

2. Event Specific

- a. What are you here to do today?
 - Tell the girls that this is *Juniors to the Rescue* and that they will work towards earning their First Aid badge.
- b. Event-specific engagement questions or overview of information to cover:
 - Tell the girls that they will be watching some videos. Some of the scenes have blood. Let them know that the blood is fake (stage blood, corn syrup or ketchup). If any scenes make them uncomfortable, they can close their eyes or look away.
 - Let the girls know that you will answer as many questions as possible, but the event doesn't allow time for stories. Say, "*The story goes something like this...*" then give a quick example to illustrate.
 - If someone asks if they are learning CPR, let them know this class does not teach CPR because they need to learn this from a certified instructor through an approved organization, today's focus is on basic first aid.
 - Ask girls what first aid means. (It means *immediate care*.)
 - Tell the girls that we start this class with a quiz! Ask them: "*What is the Girl Scout motto?*" Give hints: 1. It's two words; 2. It's the same as the Boy Scout motto. Write BE PREPARED on the board. Ask them to repeat it (2-3 times until they are boisterous). Let them know that this is the reason they are attending this event.
 - Have you ever dealt with a situation where someone has been ill, injured, or some other emergency? We want to make sure that you are prepared to help one of these situations. That doesn't mean that you are going to solve the situation on your own, but you will get help.

3. Introduce video

- a. Tell the girls you are going to start the session by showing them a short cartoon about "Bob" who is the unluckiest guy in the world. (The cartoon is a basic introduction to caring for many different injuries and illnesses.)
- b. Ask the girls what number they should call in an emergency (911). Tell them that they will be seeing videos today from around the world so some of the emergency numbers will be different but in America it's always 911.
- c. Show video: www.youtube.com/watch?v=XjMvBW9KDLA

(Titled: *First Aid - Animation*)



1. Caring for Someone Who is Sick

- Tell girls one way to care for someone is to look after them if they are sick.
- Ask girls about times when they have been sick. What made them feel better?
Possible answers:
 - staying in pajamas or sweats
 - lying in bed or on the couch
 - watching movies or TV
 - eating soup
 - drinking liquids
 - eating popsicles
- What are some common illnesses that you've had and their symptoms?
 - colds
 - flu
 - viruses
 - fever
- How to care for someone who is sick
 - Most will get better after a few days.
 - All of the above. In addition to:
 - Do not give medicine without an adult.
 - Clear liquids are best: apple juice, grape juice, cranberry juice. Orange juice might upset the stomach. Gatorade is sometimes recommended if the patient is vomiting or has diarrhea. Soda is not a good choice but is sometimes good for an upset stomach (white soda such as Sprite or 7-up).
- Taking a temperature:
 - Types of thermometers:
 - oral (under the tongue)
 - under arm
 - rectal
 - ear
 - forehead
 - digital vs. glass
 - There are variances with what type of thermometer is being used and where it's used so it's important to share this information when telling parents, doctor, etc.
 - Normal temperature is 98.6 degrees but explain that this is an average; for some people, normal might be slightly higher or lower. It can also fluctuate slightly due to weather or activity.
 - If temperature exceeds 104 degrees, you would need to get medical attention.
 - Tell the girls to ask what type of thermometer they have at home and learn how to use it.
- We talked about more common illnesses, but you need to be aware if it's something more severe. You need to call a doctor if:
 - The person has vomiting or diarrhea for more than two days and cannot keep any food down (suspect food poisoning).
 - The person loses consciousness.
 - The person has a seizure.
- Explain seizure: When a person has a seizure, part of their brain does not communicate quite right. This causes unusual movements, actions or other problems. Seizures are brief and as soon as the brain is working well again, the strange symptoms stop.
 - Some seizures may be the result of another medical problem, such as low blood sugar, infection, a head injury, accidental poisoning, drug overdose or a high fever in small children.
 - A person who is having a seizure should be placed on the ground or floor in a safe area, preferably on his or her right side. Remove any nearby objects. Loosen any clothing around the head or neck. **Do not** try to wedge the person's mouth open or place an object between the teeth, and **do not** attempt to restrain movements.
 - Once the seizure seems to have ended, gently comfort and protect the person. It's best for them to remain lying down until they have recovered fully and want to move around.
 - **Call 911** immediately if they:
 - have difficulty breathing
 - turn bluish in color
 - have sustained a head injury
 - seem ill
 - have a known heart condition
 - have never had a seizure before
 - might have ingested any poisons, medications, etc.
- Explain Diabetes
 - Discuss hypoglycemia and ask if girls know of anyone with diabetes.
 - Symptoms: shakiness. Treatments: giving juice or syrup (sugar).
- Explain asthma and inhalers; include other allergic reactions that require epi pens (discuss how these are used, may or may not have example).

Now we are going to look at what we would do in an emergency situation and learn some basic first aid.

2. Taking Action

*Show video: www.youtube.com/watch?v=SxxfV3iG9iQ

- Ask the girls to tell you the Three Action Steps outlined by the video. (Use poster board to discuss this section.)

Check:

- We need to check two things—the **scene** and the **victim**.
 - The **scene** includes:
 - the location of the accident
 - any dangers around the victims
 - the number of victims
 - Check the **victim** for:
 - consciousness
 - breathing
 - pulse
 - severe bleeding
 - chest pain
- Teach how to take a pulse on the wrist and neck.
 - All the girls should be able to find a pulse on their wrist.
 - If they can't find it on the neck, tell them to try it during gym class, soccer practice, or dance. When their heart is working harder, it will be easier to find. Or have them do jumping jacks for 30-60 seconds and then try to find a pulse.



- Sometimes the most important thing a person can do in an emergency is to call for help. Run through the information the 911 dispatcher will want to know:
 - What happened
 - Location of the emergency
 - Your name
 - The number you are calling from (so they can call you back if you get disconnected)
 - How many victims are on the scene
 - What help is being given
- Remind the girls not to hang up until the dispatcher tells them it's okay to hang up.
- In the video, the man tells another man to call 911 and tell them that "at least two people are hurt." Why did he phrase it that way?
 - Answer: We know that the man and daughter were hurt, but there might be a third victim—the driver. She should remain on the scene until help arrives and she can be checked out.
- Ask the girls if it's better to call from a cell phone or a land line. The land line is better because:
 - Cell phones sometimes drop calls
 - Cell phones take longer to connect because they must bounce calls from tower to tower
 - 911 can track landline calls more easily
 - However, the closest phone you can find is always the best
- Discuss situations in which someone **does** need to call 911, and situations in which someone **does not** need to call 911.

Care:

- Do your best to care for any victims using skills from this class.
- Again, doing something is better than nothing.

Calm:

- It's important that you remain as calm and comfortable as possible at this point.
- Have girls brainstorm what people/what jobs might be involved in the care process. Make this into a game by having the entire group stand and as they think of a medical professional have them toss a ball to another girl. Once they mention a career they can sit down. Try to have girls not repeat any careers.
- Optional:
 - Cell phone: Have the facilitator whom is a medical professional share what their role is in this process and how they assist the victim.
 - Give girls time to ask the medical professional questions about their job.

3. Emergency Situations

Conscious Choking Victim

- Go around the room and ask girls what they've choked on.
- Tell them that the dangerous things are firm, round items like hot dogs, grapes, candy, carrots, nuts, and popcorn.
- What non food items do you think are a big choking hazard for little kids?
 - Balloons (don't loosen up and expand with breath) and toys
- Ways to prevent choking:
 - Being careful when you chew your food
 - Cutting up food for small children (cut hot dogs in quarters)
- Optional: Talk about the Lifesaver urban legend:
 - The candy was designed this way so that if it gets caught in the throat, the victim can still breathe.
 - This story is untrue, but it's a cool coincidence that Lifesavers can actually save someone from choking.
- When someone is choking, it is a breathing emergency. Life is being threatened.
- If a victim is conscious and cannot cough, speak or breathe, suspect that the victim has an object blocking the airway.
- If this is the case the victim should show the international sign for choking. Have everyone practice the sign (hands overlapping laid on the chest just below the throat).

*Show video: www.youtube.com/watch?v=BbulBmE3Kp4&list=PLVMTmNs95AFSYH1aa6uAkqØPom4D1Uhnj&index=6
(Titled: First aid education for children: Choking)

- Review technique and demonstrate on someone.
- If the person is coughing they should encourage them to keep coughing.
- Abdominal thrusts and back blows should only be used if a victim can no longer speak, cough, or breathe.
- A choking victim will likely turn bright red.
- They should repeat abdominal thrusts and back blows until:
 - The object is coughed up
 - The victim starts to breathe or cough forcefully
 - The victim becomes unconscious
 - EMS personnel or another trained people take over

- Practice abdominal thrusts and back blows:
 - Ask the girls if anyone has gum, and have them spit it into the trash can.
 - Have the girls practice on themselves first as if they were alone. If they are choking, they should also call 911. Even if they can't speak they have to send someone to check on you.
 - Make a fist (thumb out)
 - Find your belly button
 - Position fist just above the belly button with the thumb against the abdomen
 - Grasp the fist with the other hand
 - Do five thrusts inwards and upwards (this would actually need to be done forcefully)
 - Have the girls practice on a partner.
 - **Participants should NOT give thrusts to their partners.**
 - They should never give actual abdominal thrusts to a person who is not choking.
 - **Victim** starts coughing. **Rescuer** says "Keep coughing."
 - Call out for them to stop coughing; the object is stuck. **Victims** make the choking sign.
 - **Rescuer** stands behind the victim and places her foot between the victim's feet. This will allow the rescuer to lower the victim to the floor if the victim faints.
 - **Rescuer** finds the belly button, makes a fist, and gets into position for abdominal thrusts.
 - In a real emergency, rescuer would give five thrusts, pulling inward and upward. It's not a squeeze or a hug, but more like a pop.
 - **Rescuer** bends victim over and supports chest with one hand while other hand is giving back blows using the heel of the hand in-between the shoulder blades.
 - Switch partners and repeat.

Poisoning

Requires preparation of liquids in clear plastic cups.

- Show girls the plastic cups of liquids.
- Ask girls if they would drink it.
- Pass it around the room and have them smell it and try and guess what it is.
- Reveal what is in the cup(s).
- Let girls know they should never drink something that isn't labeled or if they don't know what it is.
- Go around the room and ask each girl to name a poison they might find in their home. Mention the laundry area, garage, medicine cabinet, under the sinks, and the basement.
Common items:

- bleach
- drain cleaner
- household cleaners
- alcohol
- nail polish
- pesticides
- fertilizer
- furniture polish
- car fluids

- Storing poisonous products safely
 - Never pour into something you would drink out of.
 - Keep in original container if possible. If need to change, make sure it's labeled.

- Poisonous plants for people and animals:
 - holly
 - mistletoe
 - poinsettia
- Medicine safety
 - Never share medicines or inhalers.
 - Never refer to medicine as candy; show examples of pills.
 - Keep medicines in their original containers.
 - Take only recommended dosages; too much can be dangerous, even for vitamins.
 - Always finish antibiotics.
 - Always read the label before taking medicine.
 - Hold up the eye drop bottle and fake nails glue bottle. Ask the girls what they think they are.
 - Tell the story of the girl who ran for her eye drops but grabbed a bottle of glue for fake fingernails. This isn't an urban legend; it was featured on *Good Morning America*.
- If poisoning is suspected:
 - If girls are without an adult, call 911. They can advise how to handle the situation and might connect you to the Poison Control Center.
 - Even adults might not know the number for the Poison Control Center, call 911.
 - They might be advised to make the victim vomit or have them drink milk or water.
 - They should not make a victim vomit unless advised by 911 or the Poison Control Center.
 - If a poison such as drain cleaner is taken, it will burn going down and burn again coming up. In these cases, the victim will need to have their stomach pumped.



Hypothermia/Hyperthermia

- Ask the girls to think of survival tips in very cold and very hot weather.
- Write on the board *therm*, *hyper*, and *hypo*. For each root, ask girls to think of words that have that root in it and then what they think it means.
 - *therm* is a Latin root meaning heat; thermometer, thermostat, Thermos bottle, thermal underwear
 - *hyper* means too much (when we call someone hyper, it means they have too much energy); thus, hyperthermia means too much heat
 - *hypo* (rhymes with low) means too little; thus, hypothermia means not enough heat

Hypothermia

- Symptoms:
 - Shivering and numbness.
 - Glassy stare and apathy.
 - Loss of consciousness.
- Treatment:
 - Get the person out of the cold.
 - Remove wet clothing and cover with dry clothing or blankets. Can put a blanket in the dryer to warm it.
 - If the person is conscious (awake) and able to swallow, give warm liquids.
 - Victim can take a warm shower or bath as long as they are supervised in case of fainting
 - If victim is not recovering, call a doctor, the hospital or 911.

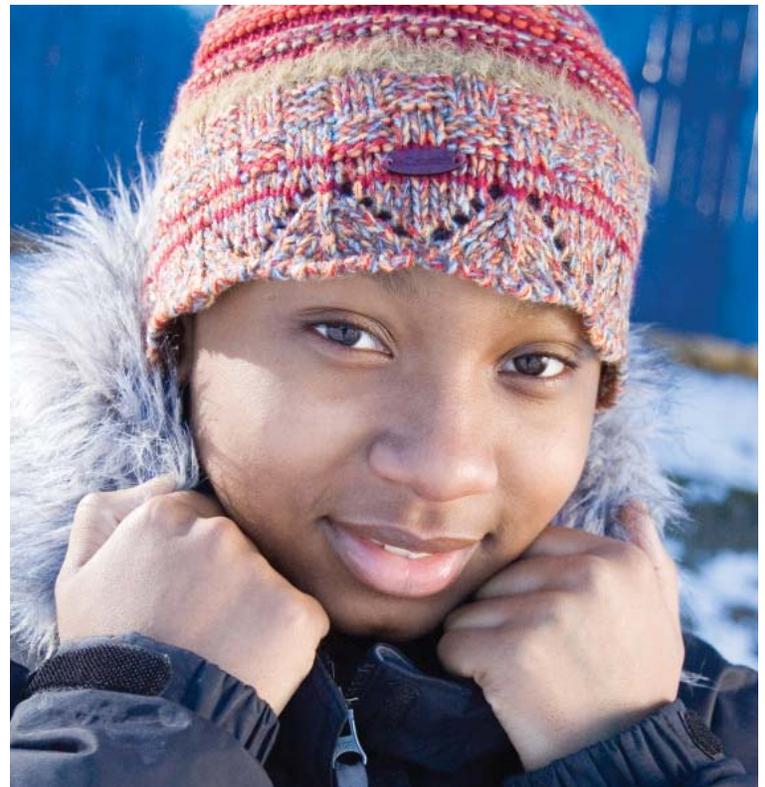
Frostbite

- Symptoms:
 - Lack of feeling in the affected area (numbness).
 - Skin appears waxy.
 - Skin is cold to the touch.
 - Skin is discolored (flushed, white, yellow, or blue).
- Treatment:
 - Warm the area gently by holding the victim's hands or feet, or putting the frozen area in warm (not hot) water.
 - Dry area very gently (do not rub or press hard). When frostbite occurs, the moisture inside a person's body freezes into ice crystals. Rubbing will move the ice crystals and cause damage to tissues.
 - Hands can be warmed by having the victim place them under their armpits or between their thighs (warmest places on the body).
 - Wrap in warm clothing, blankets or both.
 - If condition does not improve call the hospital or 911.

Hyperthermia

- Heat related illness from being overheated and not drinking enough water.
- Heat exhaustion symptoms:
 - Skin is red, sweaty and hot.
 - Victim may have headache, nausea, dizziness, weakness and exhaustion.
- Heat stroke—the victim has sweat all of the moisture out of their body. Can be life threatening. Symptoms:
 - Clammy, pale skin; Changes in consciousness.
 - Rapid, weak pulse.
 - Rapid, shallow breathing.
- Treatment
 - Get the victim out of the heat, into shade or air conditioning.
 - Loosen tight clothing.
 - Remove perspiration soaked clothing, also socks and shoes.
 - Apply cool, wet cloths to skin (or ice packs).
 - If the victim is conscious, give cool water to drink. Have them sip, not gulp.
 - Victim can take a cool bath or shower if conscious; needs to be supervised in case of fainting.
 - Call 911 if the victim refuses water, vomits, or starts to lose consciousness.

In any of these cases, transition the person gradually. If you use water that is too cold or too hot it could cause harm.



Nosebleeds

- Nosebleeds are usually caused by a blow from a blunt object, dry air, or colds.
- Nosebleeds usually do not cause pain.
- It is a common misconception to tip your head back, not forward.
- Call 911 if you suspect a neck injury or serious head injury.
- Treatment:
 - Calm and reassure the victim.
 - Encourage the victim to breathe through his/her mouth.
 - Have the victim lean forward with his/her chin pointing forward, over a trash can or sink.
 - Have the victim firmly pinch the soft part of their nose just below the bone until it stops (could be up to 15 minutes).
- Have each girl practice on herself by leaning forward while squeezing their nose.
- Other ways to stop a nosebleed:
 - Put a cold pack on the nose.
 - Place wrist under cold running water.
 - Fold a piece of gauze so that it resembles a pillow, place this under the upper lip.



Burns

Show video: www.youtube.com/watch?v=2NsYRoKsw8c&index=5&list=PZVMtmNs95AFSYHlaa6uAkqOPom4D1Uhnj

(Titled: First aid education for children: Burns)

- Burns can be caused by many things—irons, stoves, curling irons, the sun, fire, anything hot.
- First degree burn:
 - Symptoms: flat, smooth, red. Like a sunburn.
 - Treatment: Put the area under cool running water. Continue until it no longer feels hot.
- Second Degree burn:
 - Symptoms: red and blistered.
 - Treatment: Put the area under cool running water. Continue until it no longer feels hot.
- Third Degree burn:
 - Symptoms: blistered, skin turns black.
 - Treatment: Go to the emergency room. Use cold wet towels or ice packs on the way.
- DO NOT use butter or any kind of oily first aid products (ointment).
- Can use a gel or water-based (cream) product to soothe the skin.
- Burns can be covered with a bandage for protection or comfort.
- DO NOT pop blisters—that can lead to infection. If they pop, treat as you would a cut (keep clean and covered).

****Five-minute break****

Sometimes you might need to give this break earlier based on the pace of the event and the girl's needs/focus level.

4. First Aid Kit

- Now we are going to learn about some situations where you would need to use items in a first aid kit. Have girls build kits based on the supplies that you purchase.
- Can you think of any additional items you might want to add for a bigger kit?
 - More and a variety of adhesive bandages and gauze pads
 - 1 blanket (space blanket)
 - 1 breathing barrier (with one-way valve)
 - Scissors
 - Oral thermometer
 - 2 triangular bandages
 - Tweezers
- Can include any personal items such as medications and emergency phone numbers or other items your health-care provider may suggest.
- Check the kit regularly to make sure it's stocked. You might add additional items that need maintenance such as:
 - Flashlight: make sure the batteries work.
 - Medications: Check expiration dates and replace any used or out-of-date contents.

Fractures, dislocations, sprains

- Fracture—a break in the bone. Fractures may be chipped or cracked bones or complete breaks.
 - Discuss RICE
 - R= Rest
 - I= Ice
 - C=Compression
 - E= Elevation
- Dislocation—bone separation from its normal position or joint. Ligament damage may occur.
- Sprain—from torn ligaments or stretched ligaments.
- Signs and Symptoms
 - Victims may have heard a pop, snap or grating.
 - Swelling, discoloration, deformity may be present.
 - Point of tenderness or pain.
 - Loss of function.
- Treatment
 - Do not move the victim unless the injured area is totally immobilized.
 - Wrap sprains in an ACE bandage for support and control bleeding.
 - Do not attempt to straighten a suspected fracture or dislocation.
 - Do not move the victim unless absolutely necessary.
 - Keep the victim still and be reassuring.
 - Wait for EMS or help to arrive.
- *May demonstrate with everyday items that the girls have such as scarves, belts, etc., otherwise use bandana/scarf in first aid tote.*



Bandaging and Controlling Bleeding

*Show video clip: www.youtube.com/watch?v=a2zwU2c-HZo&list=PLF8627F493EBBDFB&index=3

(Titled: Basic First Aid & Emergency Medical Treatment: Basic First Aid: Controlling Bleeding)

- Remind the girls that the blood they see is fake and that they can look away.
- A dressing (gauze pad) goes directly on the wound and is sterile/germ free.
- A bandage (rolled gauze) should be clean, but doesn't have to be sterile, and holds the dressing in place.
 - What else could you use as a bandage if you didn't have rolled gauze?
 - T-shirt, bag, etc.
 - Some emergencies might require people to improvise and do whatever is necessary to stop the bleeding.
- Whenever you care for an injured person with fluids exposed (blood, vomit, etc.), you must wear gloves. This protects you from any diseases that might be in their blood and also protects them from anything that might be in your blood as you might have cuts, etc. yourself. If you don't have gloves accessible:
 - Ask the person to apply pressure themselves.
 - Some protection is better than none, so find something else to work as a barrier.
- Practice controlling bleeding:
 - Use the gloves, roller bandage, and a small gauze pad.
 - Open the roller bandage but NOT the gauze.
 - The roller bandage can be used for practice, then rolled up and saved in the first aid kit.
 - The gauze will go against the wound and should be sterile (germ free). For practice, they will use the gauze pad without opening the wrapper.
 - Ask them to put the gloves on.
 - Demonstrate bandaging as done in the video.
 - Place the gauze pad against the wound and wrap with the roller bandage starting furthest away from the heart.
 - Point out it's easiest to wrap if the roller bandage stays rolled but you unroll as you wrap and the large part of the roll is on top.
 - Girls should find a partner and take turns bandaging each other. One girl is the rescuer and the other is the victim.

- Demonstrate how to take gloves off so the inside of the gloves are now the outside not exposing any of the potential blood.
 - Use one finger to pull off first glove and ball up in other glove. Then use exposed finger to carefully pull off second glove.
- Ask them if they should remove the dressing if blood seeps through.
 - Answer: No—apply more dressings.
- If bleeding persists, elevate the limb.
- Continue to apply direct pressure (on the wound) but if needed, apply indirect pressure on key arteries (on arm or leg).
- Discuss controlling bleeding with imbedded objects:
 - They should NOT remove an impaled object; instead, leave it for the emergency room.
 - Pulling the object out can cause more damage.
 - Also, the object could be blocking bleeding; pulling it out could cause extreme bleeding.
 - Pack the wound to stabilize the object, wrap it, and go to the emergency room or wait for EMS.

****There should be about 20-25 minutes left in the session. If so, proceed to skits. If more time is available and you have a small group, see additional topics below skits.****



