



Keeping Classrooms Safe: Basic Health and First Aid

Category: Teacher Essentials

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Teacher Essentials

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Explain the importance of awareness and prevention of classroom injuries and illnesses.
- Identify and apply different measures of providing care to students in emergency situations.
- Evaluate ways to protect yourself and your students from air and bloodborne illness.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts:
 - Activity Sheet: Having an Emergency Action Plan
 - Handout 1: Evaluating Your Classroom
 - Handout 2: The 3 C's
 - Handout 3: Standard Form of Care for Injuries
 - Handout 4: Standard Form of Care for Sudden Illness
 - Handout 5: Diseases That Can Be Transferred by Blood-to-Blood Contact
 - Handout 6: Controls and Concerns Preventing Contamination After Exposure
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Awareness and Prevention
2. Providing Care in an Emergency
3. Protecting Yourself and Your Students

Subtopics:

1. Awareness and Prevention

- a. Importance of First Aid
- b. Preventing Injuries
- c. Making Your Classroom Safer
- d. Preventing the Spread of Germs, Bacteria, and Disease
- e. Preventing the Spread of Parasites
- f. Be Prepared for Emergencies
- g. Common Student Conditions and Medications
- h. Know Potential Side Effects of the Medications Your Students Take
- i. Recognizing Emergencies

2. Providing Care in an Emergency

- a. Action Steps for a Real Emergency
- b. Kinds of Injuries
- c. Wounds and Infection
- d. Burns
- e. Soft Tissue Injury
- f. Sudden Illnesses

3. Protecting Yourself and Your Students

- a. Protecting Yourself
- b. What Are Bloodborne Pathogens (BBPs)?
- c. BBP Transmission
- d. Other BBP Fluids That May Cause Risk
- e. Hygiene Practices to Avoid BBPs
- f. Steps to Take Before Wearing Protective Gloves
- g. Prevention After Exposure

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1 – Awareness and Prevention	3-14	60
Activity – Creating an Emergency Action Plan	11	(25)
Topic 2 – Providing Care in an Emergency	15-22	40
Discussion Point – Have you encountered any emergency situations in your classroom?	22	(10)
Break		
Topic 3 – Protecting Yourself and Your Students	23-32	65
Discussion Point – Preventing the Spread of BBPs	27	(5)
Activity – Emergency Scenario	32	(25)
Closing Thoughts	33	5
Total of 3 hours (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



Slide 30

PDXPERT PROTECTING YOURSELF AND YOUR STUDENTS

Steps to Take Before Wearing Protective Gloves

- Inspect gloves for tears before using; torn gloves should be discarded.
- Make sure gloves fit correctly (above the wrist).
- Wash hands before putting on gloves.
- Bandage cuts or sores before putting on gloves.

THE MASTER TEACHER

When dealing with bloodborne pathogens, it is critical that you have the proper personal protective equipment (PPE). This equipment will help shield you from the pathogens that may be present in another person’s blood.

Other items, such as masks and gowns, will also shield you from potential infection.

Slide 31

PDXPERT PROTECTING YOURSELF AND YOUR STUDENTS

Prevention After Exposure

- Sterilize contaminated items by using bleaching solution.
- Never pick up contaminated items with your hands.
- If necessary, dispose of contaminated objects.
- Never put sharp or other contaminated items in a place where another person could accidentally come into contact with them.

THE MASTER TEACHER


Direct participants to **Handout 6: Controls and Concerns Preventing Contamination After Exposure** for more specific ways of handling items exposed to BBPs to prevent harm.

Slide 32

PDXPERT
PROTECTING YOURSELF AND
YOUR STUDENTS

- You are going to help Andy, one of your students, get to his first class. Andy uses a wheelchair. As you make your way through the sea of students, you spot Andy near a short set of stairs as he makes his way toward the elevator. He backs up and his chair goes over the edge of the stairs. He tumbles backwards and you lose sight of him.
- You rush over to see how he is. He is lying at the foot of the stairs, bleeding from his nose, his wheelchair overturned.

ACTIVITY: Emergency Scenario



Activity: Emergency Scenario

Allow 25 minutes for this activity.

Instructions:

Ask participants to group themselves into the same 3 or 4 teams they used to create their emergency action plans.

Based on this scenario, ask them to assess whether or not their group's earlier emergency action plan would properly guide them in helping Andy in this kind of situation. Instruct them to write down exactly what they would do in this situation. Allow 15 minutes for brainstorming.

Call for a representative from each group to share their thoughts. Allow 10 minutes for sharing.

Read this scenario resolution to the participants as a model of what they should do:

You check the scene and find it is safe. Andy is the only victim, and he is lying on his back. You tell other students to stand back and give him plenty of room. The first thing you do is ask Andy if he is okay, and he replies that he feels pain in his upper back. You activate the school's emergency action plan by sending a student to the office for immediate help. You feel that Andy has suffered a head, neck, or back injury, so you do not attempt to move him. As you look over Andy's body, you notice he has cut his arm and is bleeding severely. Fortunately, your classroom is close by. You send one of your students, who is standing nearby, to your room to retrieve the first aid kit. Upon receiving the kit, you put on gloves to prevent disease transmission and take out a dressing and bandage. After applying direct pressure with a dressing, you wrap the wound with a bandage, but do not elevate because you think the arm could be broken. You then position yourself at Andy's head and keep his head and neck in line and stable. You begin to ask Andy questions and conduct a head-to-toe check. In a few moments, help arrives from the office and the school nurse takes over. You know you have done everything you can to help Andy.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Why is it important for a teacher to know how to prevent and prepare for emergencies involving students or staff?

2. Describe, step by step, the emergency action plan in your building. Describe the training that has taken place for all staff related to this plan.

3. Describe three areas of emergency care (i.e., shock, wounds, infection, and so forth) that you feel are important for you to learn. Describe the actions you have taken to prepare yourself to be able to respond to these emergencies appropriately.
