

First Aid Agenda (Optional)

First aid video topic (video length, min)	Description	Facilitator tips
Introduction (1:11)	A quick introduction to the first aid section of the course, covering an emergency response plan and how to help in an emergency	Play the Introduction video.
Opioid Overdose (4:17)	Information about opioids; how to identify if someone is experiencing an opioid overdose; and the steps to help, such as administering naloxone	Before playing the video (optional) Tell students to note the name of the lifesaving medication—<i>naloxone</i>—that can reverse the effects of opioids and how to administer it. Play the Opioid Overdose video. After playing the video (optional) - For student engagement, ask the following questions about this video: - True or false: Naloxone is safe to administer, even if you don't know what kind of drug a person took. <i>True</i> - Where are some places you may be able to find naloxone? <i>Near a first aid kit or AED or at a participating pharmacy</i>
Drowning (4:10)	Information about the Drowning Chain of Survival and how to help a swimmer in distress	Before playing the video (optional) Tell students to think about some ways to be smart and safe when playing around water. Play the Drowning video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What are some examples of being water smart? <i>Using pool fences, taking swimming lessons, watching small children around water, and wearing life jackets in open water</i> - Before using an AED on a person who is unresponsive and drowning, what are 2 things to consider? <i>Making sure that the person is out of the water and making sure that their chest is dry</i>
Bleeding Control (5:48)	Information about how to assess bleeding injuries, the definition of life-threatening bleeding, and ways to control bleeding	Before playing the video (optional) Ask students if they know where to locate supplies to help with bleeding control, such as gauze and a dressing. Tell students to pay attention to the most important thing to do to stop bleeding. Play the Bleeding Control video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What does the A stand for in the ABCs of bleeding? <i>Alert</i> - What does the B stand for in the ABCs of bleeding? <i>Bleeding source</i>

		– What does the C stand for in the ABCs of bleeding? <i>Control bleeding</i> – What step is taken to control bleeding? <i>Apply direct pressure</i>
Alcohol (3:29)	Information about the symptoms of alcohol intoxication and alcohol overdose, how to help someone experiencing an alcohol overdose, and how to use the recovery position	Before playing the video (optional) Tell students to note how to put someone in the recovery position. Play the Alcohol video. After playing the video (optional) • Have students practice by putting themselves in the recovery position. – This will allow the students to feel for themselves what it is like to be in the recovery position and may increase the likelihood that they'll place someone else in the recovery position when needed. – To get in the recovery position, students should gently turn their head to the left, place their left arm at a right angle to their body, and put their right hand under their left cheek. Then, have them bend their right knee and roll onto their left side. • For student engagement, ask the following questions about this video: – Why is it important to place someone who is experiencing an alcohol overdose in the recovery position? <i>Alcohol can cause seizures or lessen the reflexes that prevent choking, so this position helps prevent them from choking on their vomit.</i>
Fainting (2:11)	Information about causes of fainting and how to assist a person who has fainted	Before playing the video (optional) Tell students to note what could cause someone to faint. Play the Fainting video. After playing the video (optional) • For student engagement, ask the following questions about this video: – True or false: Fainting happens because there is not enough blood getting to the brain. <i>True</i> – True or false: It's OK for a person who has fainted to quickly stand up. <i>False; this may cause them to faint again.</i>
Seizures (2:41)	Information about seizures, what seizures look like, and how to help a person who has experienced a seizure	Before playing the video (optional) Tell students to note the actions they should take if someone is having a seizure. Play the Seizures video. After playing the video (optional) • For student engagement, ask the following questions about this video: – What is a medical condition that causes seizures? <i>Epilepsy</i> – True or false: Seizures look exactly the same for every person. <i>False</i> – How might a person act after they've had a seizure? <i>Be slow to respond, feel confused, or even fall asleep</i>

Allergic Reactions (2:44)	Information about severe allergic reactions, symptoms of allergic reactions, and how to use an epinephrine autoinjector	Before playing the video (optional) Tell students to note whether an epinephrine autoinjector can be used through clothes or must be used on bare skin. Play the Allergic Reactions video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What are some symptoms of severe allergic reactions? <i>Trouble breathing, swelling of the tongue or face, fast heartbeat, nausea, and dizziness</i> - How does an epinephrine pen help someone? <i>It contains a dose of medicine that decreases the body's response to an allergen and helps the person to breathe more easily.</i> - True or false: If someone has an epinephrine pen and is having a severe allergic reaction, you do not need to call 911. <i>False; this is a life-threatening emergency, and it is still important to call 911 and get the first aid kit and an AED.</i>
Asthma (3:13)	Information about asthma, symptoms of an asthma attack, inhalers, and ways to help someone experiencing an asthma attack	Before playing the video (optional) Tell students to note the signs and symptoms you may witness if someone is having an asthma attack. Play the Asthma video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What lung condition causes the airways to become swollen and narrow? <i>Asthma</i> - What sounds like whistling as someone breathes? <i>Wheezing</i> - What helps relax someone's airway quickly during an asthma attack? <i>An inhaler</i>
Concussion (2:10)	Information about concussions, symptoms of a concussion, concussion treatment, and how to help someone who has experienced a concussion	Before playing the video (optional) Tell students to consider why it is important to take concussions and concussion safety seriously. Play the Concussion video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What happens when the head or body is hit so hard that the brain moves forcefully inside the skull? <i>A concussion</i> - True or false: Getting a second concussion before the first concussion has completely healed could result in death. <i>True</i>
Diabetes (3:25)	Information about diabetes and how to help someone when their blood sugar is too low	Before playing the video (optional) Tell students to note which snacks are good to give someone with diabetes to raise their blood sugar levels. Play the Diabetes video. After playing the video (optional) - For student engagement, ask the following questions about this video: - What is the hormone that the body uses to lower blood sugar levels as needed? <i>Insulin</i>

		– What are some symptoms of low blood sugar levels? <i>Confusion, weakness, shakiness, or sweatiness</i> – What are some examples of snacks that are good for raising blood sugar levels? <i>Glucose tablets, granola bars, fruit snacks, juice, candy, and whole milk</i>
Heated-Related Illnesses (3:35)	Information about common heat-related illnesses and how to help someone experiencing a heat-related illness	Before playing the video (optional) Tell students to note the 4 types of heat-related illnesses while watching this video. Play the Heat-Related Illnesses video. After playing the video (optional) • For student engagement, ask the following questions about this video: – What happens when someone doesn't drink enough water or loses too much water or fluids through sweating, vomiting, diarrhea, or fever? <i>Dehydration</i> – What are the painful muscle spasms someone might have if they've been dehydrated for too long? <i>Heat cramps</i> – True or false: Someone who experiences heat exhaustion or heat stroke does not need to be seen by a health care professional. <i>False</i>
Spinal Injuries (2:20)	Information about the causes and signs of a spine injury and how you can help someone if you witness one	Before playing the video (optional) Tell students to pay attention to the first step you should take if you suspect that someone has a spine injury. Play the Spinal Injuries video. After playing the video (optional) • For student engagement, ask the following questions about this video: – What allows your brain and body to communicate with each other so that you can move? <i>Spinal cord</i> – True or false: If you have to move someone who has a spine injury out of danger, it's important to keep their head and spine aligned. <i>True</i>
Smoking and Vaping (1:41)	Information about the dangers of smoking and vaping	Before playing the video (optional) Tell students to take note of why smoking and vaping is so dangerous. Play the Smoking and Vaping video. After playing the video (optional) • For student engagement, ask the following questions about this video: – What is the leading cause of preventable death in the United States and globally? <i>Smoking</i> – What is the dangerous and highly addictive chemical found in cigarettes, cigars, chew, hookah, and vapes? <i>Nicotine</i>