PREVENTING ACCIDENTS

THE IDEA
In some places, as many as two children in a
school die each year because of accidents.
Many more will be injured. These accidents
need not happen. Children can help to reduce
the number and seriousness of accidents by
practising safety at home, out-of-doors and on
the road. Children can learn to spot the most
common dangers, and understand how these
dangers can be avoided or prevented. They
should always watch out for the safety of others,
particularly smaller children.

Children can also be prepared to help when an
accident happens.

Children can talk about the accidents which they have
seen happen most often in their community. Different
sorts of accidents happen to children who live in
different places - in towns, in villages, in rural areas.
Identify accidents which have happened in the last six
months at home, on the road, anywhere out-of-doors
and discuss why they happened.

At Home
- burns from cooking pots or lamps, electrical
appliances, hot food, boiling water, steam, hot fat
(scaals), strong acid or corrosives (like battery
acid) which damage the skin;
- cuts from broken glass, rusty pins, rough wood or
sharp knives and axes;
- obstruction (preventing) of breathing from
swallowing small objects like coins, buttons and
nuts;
- poisoning from eating or drinking harmful things;
- internal (inside) bleeding from swallowing sharp
objects like razor blades;
- electric shock from touching a broken electrical
appliance or electrical wire.

On the Road
- death or injuries like heavy bleeding, broken
bones and damage to main organs of the body
(liver, lungs, brain) (See Sheet 4.2, Road Safety).

In the Playground or Out-of-Doors
- burns, cuts and broken bones;
- poisoning from eating certain plants and
berries;
- bites from animals and snakes and stings from
bees and other insects;
- drowning in open water or wells.

Children do science when they

| Understand facts ... | Make predictions ... | Act on these predictions ...
|----------------------|----------------------|----------------------
| Matches cause fire   | Children will play with matches | Hide matches out of the reach of small children.
| Babies put things in their mouths | Babies can choke or cut their mouths | (What should children do to help prevent accidents?)
| People put liquids in bottles | (What can children predict?) | (How should they act?)

What else can children write in these columns to understand, predict and act to prevent accidents?
Preventing Accidents from Happening

At Home

Danger from Burns. Accidents at home often involve fire, and children can be badly burned. If their hands are burned, they may never be able to hold a pencil or a tool; if their feet are burned they may not be able to walk properly. There are many ways to prevent burns at home:

- Watch babies and young children very carefully. Do not let them go near the fire.
- Raise the family cooking stove, or make an open cooking fire on a raised mound of clay instead of directly on the ground.
- Use a thick cloth when touching hot pots.
- Be very careful that the handles of cooking pots are out of reach of babies, and turned so that they are not easily knocked over.
- Put petrol, petrol lamps and matches out of reach of small children.

Danger from Poison. Young children are also often injured or even killed when they eat or drink dangerous things.

- Never put dangerous products (e.g. bleach, plant poison, paraffin or petrol) in a coca-cola or other soft drink bottle. Children can drink them by mistake.
- Keep all medicine and poisons out of reach of children (lock them in a cupboard or trunk, or put them on a high shelf). Label all poisons and medicine carefully. Medicines are particularly dangerous because little children often eat tablets thinking they are sweets.
- Teach young children not to drink out of strange bottles or eat strange fruits and plants which may not be safe.

Danger from Sharp Things. Many cuts can be easily prevented.

- Keep the floor clear of broken glass and nails. Get rid of nails or splinters which stick out.
- Keep sharp knives and razors out of reach of young children.

Older children can identify other common accidents which happen at home. How can they be prevented?

In the Neighbourhood

Danger from Snakes. Children can protect themselves from snakebites.

- Recognise which snakes are dangerous and where they live.
- Learn to remain very still if you are close to a snake. Wait for it to go away.
- Clear grass and weeds from the paths most commonly used by children.

Danger when Playing. Children are active and need safe places to play.

- Know the neighbourhood, and avoid dangerous places where there may be machinery, animals, snakes, glass or sharp metal.
- Make wells safe so no one can fall in.
- Play safely. DON'T:
  - climb in dead trees;
  - throw stones and other sharp things;
  - swim in swift-flowing rivers;
  - run while chewing a stick;
  - eat fruits and berries which may be poisonous;
  - play with fire;
  - make animals angry, especially when they have young ones with them.

On the Road

Many children are injured or killed each year by vehicles on the road, especially when they are walking along the road, or when they are trying to cross the road. The special rules for safety on the road are discussed fully in Sheet No 4.2, Road Safety.
ACTIVITIES

Be Aware of Danger

Children can record accidents that have happened to members of their families. Make three lists or graphs of accidents which happened at home, on the road, out-of-doors, and decide which kind of accidents happen most often in the community.

Why do you think these accidents happen? If you can discover why they happen, you can also find out how to prevent them from happening so often.

Discuss which accidents are most common for children at different ages (and why) - under 2 years, from 2-6 years, after 6 years.

Contact the health centre and ask if children can be given details of all accidents to children over the last 6 months. Make charts or graphs of the accidents that are reported.

First Aid if an Accident Happens

Children can learn and practice first aid. Often schools or youth groups give special first aid classes. However here are some simple measures to practise and remember.

Get Help Quickly

If someone has a bad fall from a tree, or gets badly hurt in a car accident, do not move them. Cover them with a blanket to keep warm and GET HELP QUICKLY.

If someone gets a poisonous bite, do not move the limb which has been bitten. That will only spread the poison around the body. Carry the child and GET HELP QUICKLY. Do not try to treat the bite yourself. It must be done by the health worker.

Cuts and Wounds

With clean hands, wash the wound with soap and boiled water, or hot salt water. Clean out all the dirt because wounds that are left dirty can become bad ulcers.

Most small wounds do not need bandages. It is better to leave them to dry in the air so they heal more quickly. If you do use a bandage make sure it is very clean. Keeping the wound clean is better than using things like mud or iodine.

If the wound is really deep, take the person to the health clinic for treatment.

Burns

Put the burned part AT ONCE into cool, clean water for at least ten minutes. If the burn is small probably no other treatment will be needed.

If the burn is very deep or covers a large part of the body, loosely cover it using a clean cloth with a little Vaseline on it and get medical help as soon as possible.

- DON'T break the blisters;
- DON'T remove any clothing sticking to the burned area;
- DON'T put grease, oil, herbs or faeces on the burn.

Remember: If a person's clothes are on fire, you can put out the flames by rolling them in a mat or throwing a blanket over them. Then treat for burns.

WHAT'S WRONG IN THIS PICTURE?

Make pictures which show different dangers at home, in a playground, or at school. Put the good ones on a wall. Let the other children discuss them.

Make a series of drawings to show how an accident might happen:

1. Mother is filling the cooking stove with kerosene.
2. A visitor comes to the house and mother goes to talk to the visitor.
3. A small child, left by himself, picks up the kerosene bottle and drinks from it.
Preventing and Avoiding Accidents

At School

- Look around the classroom; outside the school; around the playground outside. Look for dangers which might cause accidents. Make a list of anything that is not safe, or which might cause an injury. Discuss it with the teacher.
- Have a safety competition or campaign. Organise a project to remove or correct the dangers on the list. The children can help to:
  - mend broken chairs or desks;
  - clear the ground of nails, glass and other sharp objects;
  - cut down tall grass and weeds;
  - explain to younger children the rules of safe play.
- Form groups or teams to be responsible for looking after different parts of the school and playground. Elect a ‘Safety Scout’ who will lead these groups or teams.
- Discuss the school rules. Which ones have been made to prevent accidents and injury? Are there any rules that should be added?

At Home

- Watch over younger children to make sure they understand simple safety rules. Keep them away from fires. Prevent them from putting things in their mouths, ears or noses. Teach them not to touch medicines or poisons. What else should they know about?

In the Neighbourhood

- Organise a campaign with the theme ‘Play Safely’. Make posters. Talk to people. Make up plays and songs for people to see and listen to in the market, outside the health clinic.
- Identify places where it is dangerous to play and discuss how these can be made safer. Take action in a group.
- Encourage the local council to put up warning signs in places which are obviously dangerous.

On the Road

- Children can draw a map. Make it very simple. Show the main roads and footpaths which children use when they come to school. The children can discuss:
  - where they cross the roads;
  - why they cross the roads (is it really necessary?);
  - where accidents have happened;
  - which places have most accidents and why;
  - which places need extra care.

General

- Organise a safety campaign at school, or in the community. Have a campaign for two weeks against burns, then later have a campaign about safety at play, or road safety.
- Use a variety of different ways to pass the safety message to others, especially younger children.
- Write and act plays, or make a puppet play about why accidents happen, and what can be done to reduce them. Act them at school, or at clinics, or in the market.
- Make posters which show hazards in different places, and warn of the accidents which might result. Put them in classrooms or at the clinic, or in the market. (Perhaps the children could have a poster competition.)
- Make up a song about road safety and teach the song to younger brothers and sisters.

FOLLOW-UP

Have the children carried out a safety campaign? Compare the number of accidents before and after the campaign.

Check to find out if the children remember and practise the road safety rules.

Is the school a safe place for children to work and play?

USING THIS SHEET

Teachers in school and out of school, Red Cross workers, health workers, Scout and Guide leaders, Young Farmers and other youth leaders, writers in newspapers, comics and magazines can all help to encourage the idea of safety for children wherever they are.

This sheet should be used together with Road Safety (Sheet 4.2) and First Aid (Sheet 4.3).
FIRST AID

THE IDEA
Most accidents happen at home, at school or in the community. Some injuries are minor, some are serious and can even cause death. Children are often the first people on the scene of an accident. Children need to know how to give effective First Aid. Children can teach others their First Aid skills. Learning about First Aid is interesting and practical and gives children vital and sometimes life-saving knowledge.

WHAT IS FIRST AID?
First Aid is the first treatment given to a person after an accident. This includes getting medical help when necessary.

The aim of First Aid is to:

• Keep the person alive;
• Help the person to get better.

For example: A man has cut his leg with an axe.

• Keep the man alive: Stop the serious bleeding from the cut.
• Help him to get better: Clean and cover the wound to prevent infection. Comfort the injured man and take him to the health centre.

HOW TO HANDLE AN ACCIDENT: THE SAFE APPROACH

1. Look around at the situation:
   • Are you or any other people in danger?
   • What was the cause of the accident?
   • How many people are injured?

2. Remove the danger to yourself and the injured people. (e.g. In a road accident you should ask someone to stop or control the traffic.)

3. Ask someone to go for help.

4. Look at the injuries and decide what you can do to:
   • Keep the people alive;
   • Help them to get better.

5. Behave calmly and confidently and reassure the injured people.

PRIORITIES FOR FIRST AID
In accidents where many people have been injured, the most seriously injured must be treated first. Remember that the most noisy person may not be the most seriously injured.

The ABC rule states the most important priorities to save lives and prevent permanent injury.

A  Open the Airway (the passage from the mouth and nose to the lungs) and keep it open to allow the person to continue breathing. Check if anything is blocking the airway and remove it if possible.

B  Protect the spine. Do not move the person unless they are in danger. Get medical help immediately.

C  Check for breathing and pulse. If the person is not breathing or has no pulse, start CPR immediately.

Children do science when they

• Investigate ...

  cooling, a way of treating burns.

  Find three eggs, all the same size. Put them into water. Boil the water for 3 minutes.

  Remove the eggs carefully with a spoon. Egg A cools in air. Egg B cools in cold water for 2 minutes. Egg C cools in cold water for 15 minutes.

  Pupils can predict how each egg would feel after 2 minutes, 5 minutes, 10 minutes, 15 minutes and 20 minutes. They can feel each egg to check their predictions.

  burned flesh needs lots of cooling. (Egg is protein, like human flesh. It cools slowly.)
B Check the Breathing. Place your ear next to the person's mouth and nose. Listen and feel and watch their chest and stomach to check whether they are breathing. If not, give Mouth-to-Mouth Ventilation.

C Check the Circulation of the blood by feeling for the heartbeat. If there is no heartbeat, give External Chest Compression which pumps the blood around the body.

This activity sheet does not teach the methods of Mouth-to-Mouth Ventilation and External Chest Compression. Ask a health worker or trained First Aider to teach these methods to the children.

THE RECOVERY POSITION
When a person is unconscious they seem to be asleep but you cannot wake them. Someone who is unconscious and breathing properly should be placed in the Recovery Position to keep their airway open. This makes sure that vomit and any other liquid will come out of the mouth so that they can breathe easily. Use the Recovery Position if you have to leave the injured person to go for help.

FIRST AID
To put a person in the Recovery Position:

1. Put the arms by the person's side.
2. Roll the person over onto their front.
3. Place the arms and legs as shown in the diagram.
4. Make sure that the chin is forward and the head tilted back and that the person can breathe freely.
5. If the person has broken bones, move them with great care. Take special care of their back and neck. Use a support like a rolled blanket instead of their arms and legs to keep their chest raised a little off the ground.

BLEEDING
Bleeding can be very mild and last only a short time or very serious and can lead to death.

We need blood to stay alive. Adults have about 4 litres of blood in their bodies. Blood is pumped around the body all the time by the heart. Blood travels through two kinds of tubes called arteries and veins. The heart pushes (pumps) the blood under pressure around the body through the arteries. The blood in the arteries is bright red and moves quickly. The blood travels back to the heart through the veins. If someone is bleeding from a vein, the blood oozes (comes out slowly) and is dark red. If an artery is cut, a person loses blood very quickly. It may spurt out in time with the heart beat. You must take immediate action to stop the loss of blood. A person can die within three minutes from severe loss of blood.

FIRST AID
1. Immediately press the cut tightly with your hand or the injured person's hand over a clean pad of cloth and do NOT let go. If you cannot get a cloth just use your hand.
2. Sit or lie the injured person down. Raise the injured part above the heart.
3. If the pad becomes soaked with blood, DON'T take it off. Put another pad on top of the first one and bind it tightly with a cloth. It should not be too tight. You must be able to fit a finger between the cloth and the skin.
4. Send for the health worker immediately.

SHOCK
This happens when a person has been badly injured or is in great pain. In this state the person is losing blood and liquid from the body. Sometimes a person gets damaged inside the body and bleeds inside without showing any blood outside. Any serious loss of blood or other liquids from the body can cause shock. This is a very serious condition and you need to be able to recognise the signs. When a person is in shock:

* the skin becomes pale or grey
* the skin feels cold and clammy and sweats a lot
* the heartbeat speeds up
* the breathing speeds up and is quick and shallow
* the person may seem confused

FIRST AID
To put a person in the Shock Position:

1. Lay the person down.
2. Turn the head to one side.
3. If possible, raise the feet.
4. Loosen the clothing around the neck and waist.
5. Get medical help or carry the person to the health centre in that position.
6. Do not give the person anything to eat or drink.
7. If the person is likely to vomit or becomes unconscious, place them in the Recovery Position.

NEVER USE THE SHOCK POSITION IF A PERSON IS UNCONSCIOUS.
HYGIENE RULES
When giving First Aid remember your hygiene rules:

Germs spread diseases. There are germs all around us: in the air, in the water, in the soil, on food, in faeces and in blood. You will have germs on you. It is important to stop germs from spreading. Some germs can cause very serious diseases. These hygiene rules will help protect you and the person you are looking after.

1. Wash or wipe your hands before you help each person.
2. Cover any open cuts and grazes on your hands to prevent the spread of germs.
3. Wash your hands afterwards.

First Aid for Common Injuries and Accidents

WOUNDS
This is an injury which breaks the skin and which allows blood to escape from the body and germs to enter it. If germs are allowed to settle in the wound, the wound may become infected. With small cuts the bleeding will soon stop.

FIRST AID
Most small wounds heal well if you do these things soon after the injury:

1. Wash the wound with very clean (or boiled) water.
2. Wash the germs or any dirt away from the middle of the wound.
3. Dry the surrounding area.
4. Cover the wound and surrounding area with a very clean pad of cloth (not cotton wool or any fluffy material) and bandage it in place. If the wound is small you can apply antiseptic cream.
5. Wash the wound and put on a clean bandage twice a day.
6. If the wound is serious put on the bandage and take the person to the health worker.
7. If the person has not been recently immunised against Tetanus, ask the health worker for an injection against this very serious disease. (See Activity Sheet 6.4 on Immunisation.)

Objects that get stuck in wounds
1. Don't try to remove the object.
2. Bandage lightly over and around the object with a clean cloth, making sure that the wound is fully covered and protected.
3. Take the person to the health worker. They may also need a Tetanus injection.

Infected Wounds
If wounds are not kept clean and dry, germs grow and cause infection. An infected wound is hot, red, swollen and very painful. Pus (a thick yellow liquid) may come out of the wound. If this happens the wound must be covered with a very clean pad and the person must go to the health worker.

Infected wounds must be treated by a health worker in order for them to heal and to prevent further illness.

NOSE BLEEDING: FIRST AID
1. Tell the injured person to sit up and breathe through the mouth.
2. Pinch the soft part of the nose for at least 10 minutes.
3. Tilt the head forward and downwards.
4. If the bleeding doesn't stop take the person to the health worker.

BURNS
Burns are very common in the home. Children and babies are often involved in accidents with burns. These are always very serious and help should be got from the health worker as soon as possible.

A burn is more serious if it covers a large area of the skin or is deep. Burns which cover a medium to large (i.e. 9%) area of the body are a threat to life, especially for very young children. Serious (large) burns will need urgent medical help as the injured person may go into shock.

FIRST AID
1. Remove the person from the source of heat. If a person's clothing is on fire, wrap them in a blanket or roll them on the ground to put out the fire.
2. Cool the burnt area immediately using lots of cold, clean water. It may take up to half an hour to cool the burnt area. If the burn is very large put the person into a bath of cold water.
3. For small burns (less than the size of a large coin or stamp): Keep the burnt area clean and dry and protect it with a loose bandage. If the burn is bigger than a large coin, show it to a health worker.
4. For large (serious) burns: Cover the burnt area with a dry and very clean piece of cloth and get medical help immediately.
5. If necessary, treat for Shock. If the person is unconscious, put them in the Recovery Position.

Remember:
- Don't break the blisters.
- Don't remove any clothing which is sticking to the burnt area.
- Don't put grease, oil or herbs on the burn.

BROKEN BONES (FRACTURES)
A cracked or broken bone is called a fracture. There are two types of fracture:

- a closed fracture when you cannot see the bone;
- an open fracture when the bone has broken through the skin and can be seen.

It is important to keep the injured part still in a fixed position to prevent any further damage to the body. However, if the person is unconscious, they must FIRST be put into the Recovery Position.

FIRST AID
1. If there is serious bleeding, treat this life-threatening problem first.
2. If the person is unconscious, put them into the Recovery Position.
3. If it is an open fracture, cover the wound with a clean cloth to prevent infection.
4. To stop the broken bone from moving:
   - place padding made from soft cloth around the
     broken bone.
   - support the broken bone by bandaging it to a splint
     (see below) or a strong part of the body.
5. Try to raise the limb with the broken bone to prevent
   the limb from swelling.
6. Check for signs of Shock and treat if necessary.
7. Get medical help or transport the person to a health
   centre making sure that the broken bone is well
   supported and cushioned.

**MAKING SPLINTS**
Splints help to stop the broken bone moving.
1. The splint is made from something which is stiff or
   does not bend easily. This could be cardboard, many
   newspapers, thin bamboo matting etc...
2. Pad the splint with soft cloth.
3. The splint must extend beyond the injured part on
   either side.
4. Tie it securely with strips of cloth but not so tight as to
   cut off the blood supply to the injured part. (Never use
   string or wire!)

**SNake BITES**
Most snakes are not poisonous. For example, many
 countries in Africa have up to 100 types of snakes. No
 more than 10 of these are poisonous. The health centre
 may have medicines to treat the different kinds of
 poisonous snake bites.

**FIRST AID**
1. Lay the person down and keep them calm and still.
2. Stop the poison spreading by keeping the bitten part
   still. Try to keep it lower than the heart.
3. Wash the bite with water.
4. If the person becomes unconscious, put them into the
   Recovery Position.
5. Get the health worker to come.
6. Try to find out what the snake looked like. If possible
   show it to the health worker.

**HEAT EXHAUSTION**
A person who works and sweats a lot in hot weather may
become pale and weak and perhaps feel faint. The skin
is cool and moist. The pulse is rapid and weak. The
person may seem confused. This is caused by de-
hydration. It is a very serious condition.

**FIRST AID**
1. Lie the person down in a cool place and raise the feet.
2. Give the person plenty to drink. The Oral Rehydration
   Solution is the best drink to give (See Activity Sheet 6.1)
3. If the person is unconscious put them into the
   Recovery Position and do not give anything to drink.

**HEATSTROKE**
Heatstroke is caused when the body temperature gets
dangerously high. This may happen in very hot weather.
The skin becomes hot and dry. The person has a very
high fever and may be unconscious.

**FIRST AID**
1. Lower the body temperature immediately by:
   - moving the person to a cool place.
   - soaking the person with cold water and fanning him
     until the fever drops.
2. Get medical help immediately.

**Use the same treatment for fevers.**

**Heat Exhaustion**
- Faint, pale, cool skin
- Large pupils
- No fever
- Weakness

**Heat Stroke**
- Dry, hot skin
- High fever
- The person is very ill or unconscious

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ACTIVITIES

◆ Make a First Aid Kit

People often think that they cannot give First Aid without special First Aid equipment. This is not true. You can always give First Aid using the things you find around you.

It is however a good idea to have a First Aid kit prepared in the school or community. You can make this easily and cheaply. A basic First Aid kit includes:

- 12 Triangular bandages made from a meter of clean cloth cut in half
- Antiseptic cream
- Safety pins
- Cotton wool
- A torch
- Slicking plasters
- A thermometer

To make bandages the children can boil the cloth, dry it by hanging it up in the sun and parcel it in clean paper. They can make dressings by covering cotton wool with cloth to make a pad and then sewing this onto strips of cloth. All the First Aid kit can be put into a clean, air-tight container.

The children can discuss how to use this equipment to practice all the First Aid treatments they have learned. e.g. How many ways can you use the triangular bandages: to make the pads to stop bleeding; to tie a support for a broken bone; to make a bandage for a wound....and many, many other things.

Learning First Aid Skills

It is very important that the children practise the different First Aid treatments many times so that they will feel confident and know what to do in a real accident. Make the practices as realistic as possible, using First Aid equipment and perhaps red paint for blood.

In learning the First Aid skills children can:

◆ Watch someone demonstrate the different First Aid treatments one by one and practise each one in turn with their friends.

◆ Act out different accidents and give First Aid. Other children can say whether they gave the correct treatment, e.g. They can pretend to fall from a tree and break their leg; to cut their arm with a knife; to be knocked unconscious by a falling coconut; to be burnt by boiling water; and many more.....

◆ Discuss when they would use the Shock Position and when they would use the Recovery Position. They can act out examples of each.

◆ Learn how to feel a pulse (heartbeat):
- place the tips of the fingers gently on the inside of the wrist below the thumb and move them until they can feel the pulse. This is the blood being pumped from the heart around the body.

- put the thumb and fingers gently around the windpipe, then take the thumb away and feel the pulse through the fingers.

◆ Count how many heart beats they have in a minute. They can run around a field and then feel their pulse. What has happened? They can try finding and counting the pulse on their friends and adults. The children can make a chart to show their results.

◆ Discuss how much blood adults and children have in their bodies. An adult has about 4 litres of blood in the body. Small children obviously have less blood and so bleeding in them is more serious. (e.g. an average sized child of 10 years would have about 3 litres). The children can measure 4 litres of water to see how much it looks like. If possible, mix in some red dye so it looks more like blood. If a person loses more than 1/2 litre of blood it is dangerous. Try pouring 1/2 litre of the red water on the ground to see how big a pool it makes.

◆ Listen to the story of Violet and Michael and discuss the First Aid rules.

A Story

Michael and his little sister Violet were walking to school one day, when Violet fell and cut her arm on some sharp metal. The cut was deep and a lot of blood was flowing out. Michael acted at once. He pressed the cut on little Violet's arm as tightly as he could, lifting it high above her head. He sent someone to get the health worker. He asked his friend to fetch him two clean cloths and told him to make one into a pad. He strapped the pad onto the arm binding it tightly with another cloth. He knew that the danger was great when the cut was deep and bright red blood was flowing fast. He had acted quickly to stop the flow of the blood.

Violet looked very pale; Michael felt her pulse which was beating very fast. Her breathing was also very quick and shallow. Michael knew that she was in shock. While they waited, Michael lay Violet down with her legs raised and her injured arm well above her head. When the health worker arrived, he said "Well done, Michael! You have saved Violet's life. You stopped the severe bleeding and you treated her for Shock."
◆ Make up other stories to show the use of First Aid in different situations. Remember the rules about the Safe Approach, the First Aid Priorities and Hygiene. Later they can act out these stories. E.g. The stories could be about:

The day my little sister burnt her hand.
Three accidents on the day of the great storm.
When baby Rajee drank kerosene.

◆ Practice how to clean wounds, washing the germs and dirt away from the centre of the wound. Put a drop of ink onto a plate. Try to remove the ink by cleaning from the centre outwards. Remember to fold the cloth to a fresh clean piece each time to wipe the ink. It should be possible to make the plate completely clean!

◆ Think of the bones which could be broken in the body and design ways of supporting these bones. They can collect materials to make splints and practice making and strapping on splints with their friends.

◆ Make a stretcher. A stretcher is used to carry an injured or ill person. It is made usually from very strong cloth and 2 long poles. A home-made stretcher can be made by rolling 2 strong poles into the sides of a blanket.

◆ Draw pictures and act out plays to show the difference between heat exhaustion and heat stroke and the different ways in which to treat them.

Finding out More

The children can:

◆ Do a survey to find out what kinds of accidents people in the community have had. How many have there been? Why did they happen? What kind of First Aid was given? Was this First Aid correct? Do they know how to do it better. They can make a chart to show the results of their survey.

◆ Use the survey to make a list of all the accidents which have happened in the community and discuss ways of preventing these accidents. (See Activity Sheet 4.1 on Preventing Accidents.)

◆ Find out the local treatment for burns and wounds and discuss with a health worker whether these are helpful or harmful.

Passing on First Aid Skills

The children can share their important First Aid knowledge with other children, their families and communities in many ways:

◆ Discuss the results of their survey and decide on the messages and ways in which they can teach others about First Aid.

◆ Make up plays, songs, posters and games to teach others about First Aid.

◆ Design a First Aid test which they and other children can take. If they don’t pass the first time, they can practice and try again. Special badges can be given when children pass their First Aid test. A simpler test can be designed for the younger children. Each First Aider can always carry 2 clean triangular bandages with them.

◆ Establish a First Aid post in the school or community. They should keep the First Aid kit always ready.

◆ Organise an Open Day in the school to pass on messages about accident prevention and First Aid.

Follow Up

The children can find out

◆ how many of them remember the First Aid rules.
◆ how many of them have used their First Aid knowledge.
◆ how many other children and family members have learnt some First Aid.
◆ if the First Aid kit is being maintained and used.

USING THIS SHEET

Children can help by using their First Aid knowledge and passing it on to others. Teachers can include these activities in science, health and other lessons and can follow-up later to support the children in their First Aid activities. Leaders of youth groups, such as Scouts, Guides and Red Cross can use these activities and introduce First Aid tests for badges. Health workers can also carry out these activities with children as good First Aid treatment given by others helps them in their own work.

This sheet can be used together with Preventing Accidents (Sheet No 4.1) and Road Safety (Sheet No 4.2).